

**Texas Education Agency  
Standard Application System (SAS)**

2018-2019 Texas 21 <sup>st</sup> Century Community Learning Centers, Cycle 10, Year 1				
<b>Program authority:</b>	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)			<b>FOR TEA USE ONLY</b> <b>Write NOGA ID</b> <small>Place date stamp here.</small> <div style="text-align: right; padding-top: 10px;"> <b>RECEIVED</b>  <b>TEXAS EDUCATION AGENCY</b>  <b>GRANTS ADMINISTRATION</b>  2018 MAY -1 AM 11:13 </div>
<b>Grant Period:</b>	August 1, 2018 – July 31, 2019			
<b>Application deadline:</b>	5:00 p.m. Central Time, May 1, 2018			
<b>Submittal information:</b>	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:  <div style="text-align: center;">           Document Control Center, Grants Administration Division            Texas Education Agency, 1701 North Congress Ave.            Austin, TX 78701-1494         </div>			
<b>Contact information:</b>	Christine McCormick, <a href="mailto:21stcentury@tea.texas.gov">21stcentury@tea.texas.gov</a>			
<b>Schedule #1—General Information</b>				
<b>Part 1: Applicant Information</b>				
<b>Organization name</b>		<b>County-District #</b>	<b>Amendment #</b>	
Pasadena Independent School District		101-917		
<b>Vendor ID #</b>	<b>ESC Region #</b>	<b>DUNS #</b>		
74-6001850	IV	072192925		
<b>Mailing address</b>		<b>City</b>	<b>State</b>	<b>ZIP Code</b>
1515 Cherrybrook Lane		Pasadena	TX	77502-4048
<b>Primary Contact</b>				
<b>First name</b>	<b>M.I.</b>	<b>Last name</b>	<b>Title</b>	
Christina		Torres	Project Coordinator	
<b>Telephone #</b>	<b>Email address</b>		<b>FAX #</b>	
(713) 740-0916	<a href="mailto:CMTorres@pasadenaisd.org">CMTorres@pasadenaisd.org</a>		(713) 740-4036	
<b>Secondary Contact</b>				
<b>First name</b>	<b>M.I.</b>	<b>Last name</b>	<b>Title</b>	
Gloria		Gallegos	Associate Superintendent	
<b>Telephone #</b>	<b>Email address</b>		<b>FAX #</b>	
(713) 740-0218	<a href="mailto:GGallegos@pasadenaisd.org">GGallegos@pasadenaisd.org</a>		(713) 740-4036	
<b>Part 2: Certification and Incorporation</b>				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

**Authorized Official:**

First name DeeAnn	M.I. Powell, Ed.D.	Last name Powell, Ed.D.	Title Superintendent of Schools
Telephone # (713) 740-0244	Email address <a href="mailto:DAPowell@pasadenaisd.org">DAPowell@pasadenaisd.org</a>		FAX # (713) 740-4041
Signature (blue ink preferred)		Date signed	

4/30/2018

Only the legally responsible party may sign this application.

**701-18-111-115**

**Schedule #1—General Information**

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

**Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations**

**INSTRUCTIONS:** This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

**Section 1: Applicant Organization's Fiscal Year**

Start date (MM/DD):

End date (MM/DD):

**Section 2: Applicant Organizations and the Texas Statewide Single Audit**Yes: ☐No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

**Part 1: Required Attachments**

No program-related or fiscal-related attachments are required to be submitted with this grant application.

However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see General and Fiscal Guidelines, Required Fiscal-Related Attachments, for details) prior to TEA issuing a grant award.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>Every Student Succeeds Act Provisions and Assurances</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

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**Schedule #2—Required Attachments and Provisions and Assurances (cont)**

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> <li>• A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday.</li> <li>• A minimum of five days per week for the fall and spring terms.</li> <li>• A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming.</li> <li>• A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year.</li> <li>• Hours dedicated to program activities for adult family members will not count toward student programming.</li> </ul>
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

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**Schedule #2—Required Attachments and Provisions and Assurances (cont)**

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> <li>• Participant and enrollment data will be entered in August or September, depending on the center schedule.</li> <li>• Attendance data will be entered daily or weekly.</li> <li>• Exception reports and data corrections will be completed and reviewed by the project director</li> <li>• Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.</li> </ul>
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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**Schedule #3—Certification of Shared Services**

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Fiscal Agent</b>				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Member Districts</b>				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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By TEA staff person:

<b>Schedule #3—Certification of Shared Services (cont.)</b>				
County-district number or vendor ID: 101-917			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Member Districts</b>				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Grand total:</b>				

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Pasadena Independent School District (PISD) is proposing ten 21st Century Community Learning Centers (Cycle 10 ACE) programs at five elementary (Burnett, Kruse, Pomeroy, South Houston, and Williams), three middle (DeZavala, Roberts-a TEA Focus School, and Shaw), and two intermediate (Miller and Southmore) schools (Statutory Assurance 3—safe and easily accessible facilities). All participating schools are Title I schools and all are eligible for and receive funding for school-wide programs under section 1114. The ten schools serve approximately 6,869 students with a demographic makeup of 89% Hispanic, 5.4% African-American, 3.4% Caucasian, and 1.5% Asian. The economically disadvantaged percentage for the ten Cycle 10 schools is 90.3% with 70.6% of the students "at risk" of academic failure. Further, the community surrounding the schools selected for the Cycle 10 ACE programs contributes to the academic challenges facing the students attending these schools. According to the the U.S. Census Bureau's 2012-2016 American Community Survey for this area, many in the region are under-employed, and 19.6% are living below the poverty level. Literacy, for many, is a struggle, and 28.7% of the population has less than a high school diploma. Compounding these existing issues is Hurricane Harvey. The hurricane ravaged the Pasadena community in August 2017. As of April 2018, many PISD students have yet to return home due to extensive damage. Over 12,000 students are identified as homeless under the McKinney-Vento Act and 1,856 attend one of the ten proposed PISD Cycle 10 ACE schools. Additional support provided through an afterschool program would serve as an effective method in addressing their needs.

Each Cycle 10 ACE center will have a full-time site coordinator and staffing needed to provide activities with an adult to student ratio of 1 to 22. A full-time Project Director will guide ten sites in program implementation, operational fidelity and excellence, and meeting ACE program objectives and intent. A full-time Family Engagement Specialist will guide the provision of academically-focused family activities and identify and encourage the use of community resources. An administrative assistant will support the site coordinators. Quality vendors, school-day teachers, college students, and program partners will utilize the Texas ACE Blueprint's Activity Planning Worksheet and lesson-plan template to drive activities such as academic enrichment, sports, STEM clubs, writing activities, career explorations, and fine arts before and after school to meet the Texas Cycle 10 ACE program goals of improving performance on required state assessments and core courses, on-time grade level advancement, school day attendance, and discipline referrals. The Cycle 10 ACE grant activities will add/expand services by increasing access to social-emotional best practices through the Action-Based Learning Labs, increasing access to sports for all and other health-related opportunities at the elementary and middle school level through YMCA partnerships, expanding access to service learning opportunities for students through work with senior citizens, increasing access to college and career opportunities through a partnership with PISD's Career and Technical High School (currently cosmetology and culinary), and expanding services for families and service learning opportunities for students/parents through partnership like the Houston Food Bank School Market program.

To identify student/family needs, campuses considered their needs assessment results, Campus Improvement Plans, the District-wide Strategic Plan, and lessons learned from an evaluation of the district's existing Texas ACE programs. The needs assessment framework used was based on the Texas ACE Blueprint. The budget development process was led by the district's Afterschool Project Director with input from the Family Engagement Specialist, After-school Secretary, and Associate Superintendent of Special Programs. Together, these staff members created an appropriate and cost effective budget that will allow for successful implementation of program activities. The budget went through a budget approval process, which included review by the Accounting Department and Grants Department. This process ensures all budgeted activities are within district and government guidelines as well as the grant program guidelines.

PISD's Cycle 10 ACE program will be evaluated by a contracted external evaluator who will use observational walkthroughs, surveys, focus groups, and data analysis of academic performance to measure program outcomes. The outcomes will be used by the Project Director, District Grants Compliance Coordinator, the Family Engagement Specialist, and the Site Coordinators to guide operational problem-solving and adjust activities for continuous improvement and to inform the campus ACE team of the academic effectiveness of the activities and alignment issues. Additionally, a district-paid Grants Compliance Coordinator will support the Project Director to ensure all Federal, State, and District statutory and reporting requirements are met.

Sustainability will be a part of the Pasadena Cycle 10 ACE program implementation from day one. The schools will look at a variety of options to sustain their programs. Options the ACE staff will explore for each site include establishing a fee-based program, participation in a state reimbursement program for after-school care, using reallocated Title program funding to support a scaled-down, yet high-quality program, and contributions from partners.

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By TEA staff person:

<b>Schedule #6—Program Budget Summary</b>					
County-district number or vendor ID: 101-917			Amendment # (for amendments only):		
Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)					
Grant period: August 1, 2018, to July 31, 2019			Fund code/shared services arrangement code: 265/352		
<b>Budget Summary</b>					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$1,317,235	\$0	\$1,317,235
Schedule #8	Professional and Contracted Services (6200)	6200	\$41,500	\$22,000	\$63,500
Schedule #9	Supplies and Materials (6300)	6300	\$39,131	\$0	\$39,131
Schedule #10	Other Operating Costs (6400)	6400	\$50,000	\$0	\$50,000
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$1,447,866	\$22,000	\$1,469,866
2.051% indirect costs (see note):			N/A	\$30,134	\$ 30,134
Grand total of budgeted costs (add all entries in each column):			\$1,447,866	<b>\$52,134</b>	<b>\$1,500,000</b>
<b>Shared Services Arrangement</b>					
6493	Payments to member districts of shared services arrangements		\$0	\$0	\$0
<b>Administrative Cost Calculation</b>					
Enter the total grant amount requested:					\$1,500,000
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$75,000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

<b>Schedule #7—Payroll Costs (6100)</b>			
County-district number or vendor ID: 101-917		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
<b>Academic/Instructional</b>			
1 Teacher			\$0
2 Educational aide			\$0
3 Tutor			\$0
<b>Program Management and Administration</b>			
4 Project director (required)	1		\$80,000
5 Site coordinator (required)	10		\$490,000
6 Family engagement specialist (required)	1		\$70,000
7 Secretary/administrative assistant		1	\$16,000
8 Data entry clerk			\$0
9 Grant accountant/bookkeeper			\$0
10 Evaluator/evaluation specialist			\$0
<b>Auxiliary</b>			
11 Counselor			\$0
12 Social worker			\$0
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>			
13 ESC specialist/consultant			\$0
14 ESC coordinator/manager/supervisor			\$0
15 ESC support staff			\$0
16 ESC other			\$0
17 ESC other			\$0
18 ESC other			\$0
<b>Other Employee Positions</b>			
19 Title			\$0
20 Title			\$0
21 Title			\$0
22	Subtotal employee costs:		\$656,000
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>			
23 6112	Substitute pay		\$5,005
24 6119	Professional staff extra-duty pay		\$313,420
25 6121	Support staff extra-duty pay		\$178,000
26 6140	Employee benefits @ 11.75% plus \$245.45/month for 12 months for Full-time employees		\$164,810
27	Subtotal substitute, extra-duty, benefits costs		\$661,235
28	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>		<b>\$1,317,235</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 101-917		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	<b>Academic Enrichment Service providers</b> -The service providers will use hands on activities to support concepts from the school day.	\$20,000
2	<b>Fine Arts Service Providers</b>	\$5,000
3	<b>Nutrition and Physical education service providers</b> -Students will learn and develop a healthy lifestyle. The students will be given knowledge and resources to make good healthy choices.	\$15,000
4	<b>External Evaluator</b> -An external evaluator will assess the effectiveness and impact of the ACE program on participants at ten campuses.	\$22,000
5		\$0
6		\$0
7		\$0
8		\$0
9		\$0
10		\$0
11		\$0
12		\$0
13		\$0
14		\$0
b. Subtotal of professional and contracted services:		\$62,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$1,500
(Sum of lines a, b, and c) Grand total		\$63,500

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b>Schedule #9—Supplies and Materials (6300)</b>		
County-District Number or Vendor ID: 101-917		Amendment number (for amendments only):
<b>Supplies and Materials Requiring Specific Approval</b>		
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6300	Total supplies and materials that do not require specific approval:	\$39,131
<b>Grand total:</b>		<b>\$39,131</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: 101-917		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$15,000
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify purpose:	\$0
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$35,000
6413	Stipends for non-employees other than those included in 6419	\$0
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$0
Subtotal other operating costs requiring specific approval:		\$50,000
Remaining 6400—Other operating costs that do not require specific approval:		\$0
<b>Grand total:</b>		<b>\$50,000</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b>Schedule #11—Capital Outlay (6600)</b>				
County-District Number or Vendor ID: 101-917			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$0
<b>66XX—Computing Devices, capitalized</b>				
2			\$	\$0
3			\$	\$0
4			\$	\$0
5			\$	\$0
6			\$	\$0
7			\$	\$0
8			\$	\$0
9			\$	\$0
10			\$	\$0
11			\$	\$0
<b>66XX—Software, capitalized</b>				
12			\$	\$0
13			\$	\$0
14			\$	\$0
15			\$	\$0
16			\$	\$0
17			\$	\$0
18			\$	\$0
<b>66XX—Equipment or furniture</b>				
19			\$	\$0
20			\$	\$0
21			\$	\$0
22			\$	\$0
23			\$	\$0
24			\$	\$0
25			\$	\$0
26			\$	\$0
27			\$	\$0
28			\$	\$0
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				\$0
<b>Grand total:</b>				<b>\$0</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	The Project Director will hold a bachelor's degree in education (or related field) and have a minimum of ten years of experience with fiscal/budget management, data reporting, and implementing and managing 21st CCLC sites. The director will work a 240-day contract.
2.	Site Coordinator(s)	Qualified Site Coordinators will be hired within 30 days of the grant award on 225-day contracts and have a bachelor's degree and/or five years of experience working with high-risk children and families, in managing staff and budgets, and using community resources. Spanish fluency and at least three years' experience managing out-of-school-time programs is preferred.
3.	Family Engagement Specialist (FES)	A qualified FES will be hired within 30 days of grant award on a 205-day contract and have a bachelor's degree, experience coordinating community resources for families from diverse cultures and economic backgrounds, and experience with after-school programming. Ability to work flexible hours for evening events and fluency in Spanish are preferred.

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Objective	Milestone	Begin Activity	End Activity
1.	Annually, 70% of Cycle 10 students will meet or exceed the state's Growth Measure on the Reading STAAR.	1. Target students needing additional reading support.	08/01/2018	07/31/2019
		2. Align activities to the needs of targeted students.	08/01/2018	07/31/2019
		3. Pre-test students receiving academic assistance.	08/27/2018	12/20/2018
		4. Implement interactive activities before/after school, including action-based learning.	08/27/2018	06/28/2019
		5. Post-test of students receiving academic support.	05/01/2019	05/17/2019
2.	Annually, 75% of Cycle 10 students meet or exceed the state's Growth Measure on the Math STAAR.	1. Target students needing additional math support.	08/01/2018	07/31/2019
		2. Align activities to the needs of targeted students.	08/01/2018	07/31/2019
		3. Pre-test students receiving academic assistance in Math.	08/27/2018	12/20/2018
		4. Implement interactive activities before/after school.	08/27/2018	06/28/2019
		5. Post-test of students receiving academic support.	05/01/2019	05/17/2019
3.	Annually, 90% of Cycle 10 students will participate in evidence-based health, wellness, and kinesthetic learning activities.	1. Train teachers on Coordinated Approach to Child Health (CATCH) and Action-Based Learning curricula.	08/01/2018	07/31/2019
		2. Align activities to the needs of targeted students.	08/01/2018	07/31/2019
		3. Implement CATCH and Action-Based Learning Curricula and lab before or after school.	08/27/2018	06/28/2019
4.	Annually, 50% of Cycle 10 students will increase their attendance rate.	1. Target chronically-absent students.	08/01/2018	07/31/2019
		2. Train staff on absence-prevention strategies.	08/01/2018	07/31/2019
		3. Engage families of chronically-absent students in workshops to address attendance barriers.	08/01/2018	07/31/2019
		4. Develop programmatic response to student barriers.	08/01/2018	07/31/2019
		5. Provide personalized early outreach for students.	08/01/2018	07/31/2019
5.	Annually, 90% of Cycle 10 students will participate in a social emotional learning activity.	1. Train teachers on Conscious Discipline (CD).	08/01/2018	07/20/2019
		2. Design lessons with social skills building activities.	08/01/2018	07/31/2019
		3. Implement CD/social emotional lessons in program.	08/27/2018	06/28/2019
		4. Pre-test survey administered to participants.	08/27/2018	06/28/2019
		5. Post-test participants and analyze results.	08/27/2018	06/28/2019

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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By TEA staff person:

**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

**The process for evaluating community needs and resources:** Using the *Texas ACE Blueprint* needs assessment process, the ten schools identified the student and parent needs their unique ACE program will address. Principals at each campus convened their administrative staff, representatives from their faculty, parents, and community members to objectively assess the needs and resources and to identify the campus needs that a Texas ACE program could most effectively address. The group used the following sources of information to complete the assessment - (1) 2017 STAAR data of the grade/subject and subgroup with the lowest performance, (2) the district strategic plan, (3) campus improvement plan, (4) student discipline data, (5) a district-developed parent survey, (6) district curriculum-based assessment performance, (7) promotion data, (8) attendance data, (9) information on the community surrounding the school from the Census Bureau, (10) campus staff input, and (11) student input. Next, schools were asked to review the information available, identify the top three needs from each source, and propose activities to address the needs.

**Results of evaluation:** After assessing the data and combining the results of the ten Pasadena Cycle 10 ACE schools, common themes were discovered in the gaps between current and desired performance levels resulting in the highest priority needs. With students and families facing many challenges outside of the school day, the identified needs were numerous as principals and their teams thoroughly reviewed the data. However, based on the goals and objectives of the funding opportunity, priority was given to those areas where each individual principal felt the Cycle 10 ACE program could address academic readiness and make the largest impact. The top five needs are:

1. **Academic support for reading** – All of the Cycle 10 ACE schools are performing below the state average on the STAAR reading.
2. **Academic support for math** – Nine of the 10 schools are performing below the state average on the STAAR math.
3. **Health, wellness, and kinesthetic learning programs** – According to the 2014 Healthy Living Matters Project, more than half of Pasadena students ages 5-17 are obese, and in need of increased physical activity and healthier lifestyles, especially students living in the 77506 zip code, where three Cycle 10 ACE schools are located.
4. **Improved attendance strategies** – Cycle 10 schools had an average attendance percentage for 2017-2018 of 95.25%. The district average is 97%.
5. **Development of social emotional skills** – Five out of the 10 schools observed their students lack the skills to positively manage their emotions and reactions in various situations and have challenges building relationships.

**Available community and campus resources:** In addition to reviewing the eleven data sources listed above, the ten school principals and their teams performed an analysis of existing and desired services and activities. There are internal and external resources that many schools are using but they are not providing the full support struggling students in working families need to achieve in school. All schools have support from the strong PISD Curriculum and Instruction and Special Programs departments, including bilingual/ESL and special education support. District personnel are available to assist campuses as needed. Schools offer STAAR tutorials; however, the number of sessions is limited due to budgetary constraints leading some schools to only offer tutorials in the spring when many students need the extra assistance all year. Schools also have access to community organizations including various health partnerships with campus HOSTS (Helping One Student to Succeed) programs, Houston Food Bank, San Jacinto Community College, Baker Ripley and the City of Pasadena. These available community, campus, and district resources will serve as key components to delivering a comprehensive after-school program that will close the identified gaps for students and families.

**How strategies and activities address the needs of working families:** The Cycle 10 ACE program will offer programming aligned to the needs of the students and their families. Each individual school will consider their top needs and work with their campus ACE team to design a program that is responsive to those needs. The schools also considered the needs of working families when determining the hours of operation, the decision to offer programming in the morning, and the time of the family engagement activities. Annually, the Cycle 10 ACE programs will conduct a needs assessment and update their program plans based on the results to ensure the afterschool programs are continuously addressing the needs of the students and families.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

**Statutory Requirement 2:** Describe the planned partnership between the applicant and the proposed eligible partner organization(s), including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.*

☒ This applicant is part of a planned partnership.☐ This applicant is unable to partner.

Pasadena ISD (PISD) will expand the following key partnerships through the Cycle 10 ACE grant in order to meet the grant objectives and develop a sustainability plan:

**YMCA of Greater Houston:** The YMCA, a community-based organization eligible to apply for the 21st Century Community Learning Center, Cycle 10, Year 1 grant, will collaborate with the PISD Cycle 10 ACE grant to expand the activities offered by providing free swimming lessons for 250 students. In addition, the YMCA will provide approximately 30 middle school students the opportunity to learn soccer techniques. PISD has worked with YMCA of Greater Houston for the past 5 years.

**San Jacinto College:** San Jacinto College (SJC), an institute of higher education who is eligible to apply for the 21st Century Community Learning Center, Cycle 10, Year 1 grant, will have students in the Education department provide mentoring and academic assistance to 100 elementary students each semester and summer. Receiving the Cycle 10 ACE grant will bring this four-year partnership to five additional elementary campuses. The partnership has also resulted in a new collaboration with the San Jacinto Community College's Continuing Education department. This department will deliver ESL and GED classes to the families of the Cycle 10 ACE students. Additionally, the Continuing Education department will present families with adult education opportunities that result in job opportunities and college and career exposure. During the summer, SJC Education majors will participate in the ACE program activities and conduct observations of the programs to gain firsthand knowledge of how to effectively teach school-age students. This partnership strengthens all components of the Cycle 10 ACE program by increasing the number of services offered to struggling students participating in the program and offering more opportunities for adult family members to learn.

**City of Pasadena:** For the past five years, PISD has partnered with the City of Pasadena to serve approximately 200 families. An additional 200 families will be served through a Cycle 10 ACE grant. The Pasadena Fire Department will offer fire safety workshops, fire station visits to the students and their families, and participate in community events. The Pasadena Library will provide resources and programming for students and their families. Campuses will regularly partner with the library for parent events such as Story Time with Families and School Resource Fairs. As other bi-monthly events are created by the library, the Site Coordinator will share the information with parents via flyers and email. Additionally, the Parks and Recreation Department will allow the schools to use the recreation center. Partnering with the various departments of the City of Pasadena enhances the parent component and variety of afterschool activity options.

In addition to the key partners above, the Pasadena ISD after-school programs have collaborated with a multitude of community partners to address specific needs and to enhance the programs. Current partnerships that will continue for the Cycle 10 ACE programs include: **Center for the Missing** will provide workshops on internet safety for staff, parents, and students in the program. **Harris County Department of Education/ Center for After-School, Summer, and Extended Learning for Kids** will provide staff development to front-line staff and Site Coordinators. They will also grant PISD afterschool programs access to resources online, including an opportunity to check-out activity kits from their lending library to help improve programing. **Houston Food Bank** will provide volunteer opportunities for schools to complete a community service project where students work alongside their families to prep food delivery items for the hungry and homeless of Houston. The Houston Food Bank will also offer free educational programs to Cycle 10 ACE families on nutrition, cooking, container-gardening, food budgeting, food safety, and healthy nutrition habits that reduce the risk of diseases like diabetes. The School Market Program will provide increased access to healthy food through the establishment of a food pantry at five campuses. **Path to College** will help increase academic performance and assist parents in helping their students prepare for the future through sessions that provide parents support through the educational process. **Texas Parks and Wildlife Department** will provide free outdoor experiences to families that involve canoeing, hiking, geocaching, and biking within the surrounding state parks. **Primrose Nursing Home**, a senior living center, will allow students more access to service learning opportunities at their facility.

The partnerships will meet the needs identified in the campus needs assessment. The Project Director and the Family Engagement Specialists will continue to work with the Site Coordinators to establish new partnerships while maintaining the existing partnerships. Combined, these partnerships will bring added value and expertise to the after-school programs that will help address new needs as they are identified through the annual needs assessment. Further, these relationships will serve as the foundational activities for sustainability that will continue to occur after grant funding ends.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

**Statutory Requirement 3:** Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Pasadena ISD is proposing an after-school program with activities linked to student needs at each of the proposed high-need campuses. Site Coordinators will track data on school day attendance, academic performance, and discipline for each student to ensure their needs are addressed and the program is having the maximum impact.

**Performance on required local and state assessments:** Of the ten campuses participating in the Cycle 10 ACE program, nine are performing below the state/district on the STAAR Math assessment and 10 are performing below the state/district on the STAAR Reading assessment. Literacy at this academic level is key to success across all core content areas. By focusing on student literacy, the Cycle 10 ACE program will help improve students' academic performance on daily assignments, common campus assessments, and common district assessments by giving students the tools and confidence they need to analyze what they are being asked to do and successfully complete the work. The Cycle 10 ACE program will provide the opportunity to address the gaps for a specific group of students who have academic gaps based on STAAR data, grades in core subjects, and district assessments. Additionally, providing students a place to complete homework each day and receive academic assistance is huge for PISD students. Often, students do not have a quiet place at home that would allow them to work on their homework because they are responsible for taking care of younger siblings while the parents are working. Without this designated after school support aligned to their needs and the additional instructional support time, students cannot work on closing their academic gaps. To make a more significant impact on student performance, staff will attend grade-level and subject-level meetings during the school day to create a comprehensive program that supplements and supports learning occurring during the school day.

**School day attendance:** The district attendance rate for 2016-17 was 97%. Of the ten Cycle 10 ACE campuses, all ten schools have attendance rates **below** the district. Some students come to school for the routine and a feeling of safety in the chaos of their home life. Some students do not come to school because of the chaos. Further, this chaos increased when Hurricane Harvey hit the Pasadena community in August 2017. With several families still not in their homes as of April, the Cycle 10 ACE program will provide a sense of normalcy as they continue the recovery process when school starts this August. These students will cope with their difficult home life through participation in supervised, engaging activities, such as a hands-on exploration of aerodynamics concepts through a Flight and Aerodynamics class, cultural explorations through Around the World in 30 days, and character development in the Teen Leadership classes, offered before and after school. The Cycle 10 program will excite students, especially the chronically absent, and encourage them to attend school regularly in order to participate in the ACE program. The Cycle 10 ACE program will provide trainings for parents and family members on the importance of attendance and how regular attendance affects academic performance. After-school staff will also receive training on absence-prevention measures to develop a programmatic response to student barriers and provide early outreach for students with excessive absences.

**Discipline referrals:** By working with students on academics and social-emotional health through the program activities, while giving them a sense of belonging, PISD expects to reduce the frequency and severity of discipline infractions. Of the ten Cycle 10 campuses, 60% have over 500 discipline referrals. Through the Cycle 10 ACE program, coordinators will receive training and then implement Conscious Discipline, a classroom management system that helps teachers and administrators use conflict resolution as a means to teach children about appropriate behavior and important life skills. Additionally, Cycle 10 ACE staff will design and implement lessons with social skills building activities embedded. The district's prior social-emotional work has started the reduction, and ACE will help accelerate the trend by the use of Conscious Discipline, providing supplemental character education to extend the students' understanding of self-control and self-regulation, promoting positive student behavior, and supporting the campus leadership team in helping students make good choices. As a behavioral incident deterrent, ACE campuses will use Action-Based Learning Labs (ABLL) which link learning to movement. Use of the ABLL on other PISD campuses in the last five years has resulted in improved memory retention, increased focus and attention, improved grades, and fewer behavioral issues.

**On-time advancement to the next grade level:** With additional services and activities offered through the Cycle 10 ACE program at the ten targeted campuses, retention percentages should decrease as more of the achievement gap is narrowed. The current retention rate for the district is 2.67%. Seven of the 10 schools have a retention rate that is higher than the district/state. Through targeted recruitment of students in danger of not moving to the next grade based on STAAR or grades, ACE staff will be able to develop targeted intervention that is aligned to the student's needs. Targeted assistance will provide the support needed for the student to advance to the next grade level.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

**Statutory Requirement 4:** Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

To complement academic performance and achievement, Cycle 10 ACE centers will use three evidence-based practices to design the Cycle 10 ACE programs at each school: (1) action-based learning labs, (2) social-emotional learning, and (3) programming for schools in a specific feeder pattern.

**Action-Based Learning:** The ten Cycle 10 ACE programs will use a whole-child approach by using kinesthetic learning where movement and action replace more passive forms of learning to meet student needs. Each school will have at least one activity that uses kinesthetic teaching strategies with intentional movement. The project will center on Action Based Learning Labs (ABLL) and kinesthetic classroom strategies that engage students by improving memory retention, reinforcing academic concepts, and balancing brain chemicals while experiencing whole-brain, whole-body learning. The strategies are based on brain research supporting the link of movement and physical activity to increase academic performance, (Teaching with the Brain in Mind, 2009). The brain and body's movement and learning systems are interdependent and interactive. Motor development provides the framework the brain uses to sequence the patterns needed for academic concepts. With proper development and remediation, ABLL/kinesthetic learning strategies will help address gaps in learning, especially for low socio-economic students, because physical movement uses the same neurons used for reading, writing, and math. As a means for intervention, a room would be outfitted with gym equipment used during the afterschool program such as treadmills, elliptical trainers, gliders, snowboard simulators- all with table tops for students to work. Students will practice their math facts aloud while on an elliptical machine or work on a spelling assignment while riding a specially designed bike with a table top. Students' capacity to master new and remember old information is improved by biological changes in the brain brought on by physical activity, (Brain Rules, 2014). PISD campuses with ABLL have shown an increase in achievement and a decrease in discipline referrals.

**Social-emotional learning:** Many students struggle academically and with peer relationships as a result of difficult financial and environmental challenges. To cope, they have developed skills that do not result in positive social and cognitive outcomes. Due to the lack of skills, such as self-regulation and conflict resolution, behavior is often an obstacle to their academic success. Students who continue to use negative skills to deal with factors outside of school begin exhibiting lower achievement rates, (Teaching with Poverty in Mind, 2009). By intermediate school, their behavior is a consistent problem that, if ignored, continues well into high school. Recognizing the urgent behavioral needs of the students, PISD is using methods to improve the social emotional health, as well as the academic performance, of all students. The goal of the district is to eliminate negative coping skills and replace them with positive social emotional methods and support to help students resolve negative situations. Currently, PISD uses a social-emotional learning program called Conscious Discipline (CD), an evidence-based discipline approach that integrates classroom management with social-emotional learning or skill building. CD uses everyday events as part of a school's curriculum and addresses the development of composure, encouragement, assertiveness, choices, empathy, positive intent, and consequences for both the adult and child. A pilot project using CD and offering direct social-emotional intervention during PISD ACE programs at six campuses began in 2016 and is resulting in improvements in student behavior. Expanding CD to the Cycle 10 afterschool programs over the next three years promotes a safe school environment, teaches citizenship, and supports the social, emotional, and physical well-being of all students and staff.

**Schools in feeder patterns:** "The transitions from elementary to middle school and from middle school to high school pose academic, social, and emotional challenges for students," (School Feeder Patterns, 2014). Thus, PISD selected ten schools, seven of which feed into each other, who were not only struggling academically but would benefit, along with their families, from attending schools in their feeder pattern. Providing services to students and their families through an established feeder pattern can protect students from experiencing a negative impact from the level-to-level school transition. "As social integration is a crucial component of continued academic success and persistence, eliminating or reducing the need for students to renegotiate social relationships when entering a new school may be beneficial," (New Beginnings, 2012). It is important to put systems in place that minimize the potential negative effects (drop in grades, discipline issues) of changing schools. Additionally, including schools that are in the same feeder pattern provides the opportunity to work with the same parents for a longer period of time and it provides a consistent routine for students. For example, elementary and middle schools will work together to host family events because many students will have siblings at one of the feeder Cycle 10 campuses. Also, students from the intermediate school will serve as peer tutors/mentors for their feeder elementary schools. The feeder pattern concept will help keep families engaged and improve the students' social and emotional skills.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

**Statutory Requirement 5:** Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Each of the ten campuses conducted a thorough needs assessment using a variety of sources. As the assessment was conducted, the principals and their team considered the top three needs for their campus. With the top three needs considered, the campus developed a schedule of activities to improve campus and student achievement. Additionally, principals collaborated with other principals who have operated successful afterschool programs and have a proven track record of success. They selected activities that were responsive to the student and parent needs and incorporated them as a part of their proposed Cycle 10 ACE program schedule.

All student activities are categorized under one of the four ACE Components: Academic Assistance, Enrichment, Family and Parental Support Service, and College and Workforce. To ensure the classes supplement instruction, campus ACE teams will align activities to school-day instruction and the specific academic needs. The student activities will be guided by the Texas ACE Blueprint's Activity Planning Worksheets and lesson plans identifying the TEKS Student Expectations (SE) to be met. All Cycle 10 ACE programs will participate in a minimum of two district activities. One such event is Kids Day Entrepreneurship, where students design a product, engage a student marketing team to share information about the product, and participate in a marketplace event for all 10 schools where they "sell" their items and have access to a bank, like a real entrepreneur.

All of the Cycle 10 ACE schools have an academic need in the areas of reading and math. Each school will offer **academic assistance** activities that supplement regular day instruction such as homework assistance, coding, programming, book clubs, blogging, and STEM activities. Proposed **enrichment activities** include: Nutrition and physical health activities provided through the Coordinated Approach to Child Health (CATCH) curriculum; project-based learning classes such as theatre to develop skills in literacy, art, and speech; Action-based Learning, which incorporates kinesthetic movement with academic instruction; dance to allow students to move and exercise; art to allow the expression of the student's inner creative thinking; character building classes to build social-emotional skills; various sports; chess to teach critical thinking skills; and Garden to Table classes which allows students to grow items in a garden that will later be used in a recipe made in class. **Family and parental activities** will be designed to meet the requests indicated in the campus Fall 2017 parent survey where parents expressed interest in learning how to ensure academic success for their child and build their own knowledge. Activities will include: health services, including mental health services, through a neighboring clinic; job readiness and skill building through the Texas Workforce Commission; oral hygiene education in partnership with a local dentist; nutritional education through the CATCH curriculum; ESL and GED classes; and participation in CHARLAS, a program designed to help parents navigate through the education system and set goals for their children and families. Each Cycle 10 ACE program will tie **college and workforce readiness** activities to student interest and academic preference, including career and college exploration in areas such as cosmetology and culinary arts and the development of soft skills needed for success in the workforce.

Upon notification of the grant award, the Project Director will meet with each school and discuss their preliminary schedule and proposed activities (as created for the application process). Schedules will be refined as necessary for implementation. The principal and the Site Coordinator will use the PISD-created "Intentional Activity Development Packet," which is based on the Texas ACE Blueprint, to create programming for their school based on the proposed schedule and activities and campus-specific data. This process starts with data and ends with a set of Activity Planning Worksheets (from the Blueprint) for each class on the schedule. The Activity Description drives the class objective. The Project Director requires that each description answer the following questions: 1) What are students learning, 2) How are they learning it, and 3) How do you know they learned it (or how is it measured)? This gives both the Site Coordinator and the instructor a plan of action for the class and helps the instructor understand how the classes' objectives will be met while offering a high quality program that is responsive to student and family needs.

With the intentional planning of every activity offered in the Cycle 10 ACE program, including alignment with the needs of the campus and smaller class sizes, student academic achievement and overall success will improve (Afterschool Alliance Issue Brief Number 47, March 2011).

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

**Statutory Requirement 6:** Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Program communication, outreach, and promotion of the PISD Cycle 10 ACE centers will target staff, parents, students, and the community. The Project Director will work with the district Communications Department to develop promotional materials that describe the program, the various locations, available activities, and benefits to students and their families. Venues for communicating to the community, to students, and to parents will include a webpage on the PISD website devoted to After-school Programs, the district's Facebook and Twitter accounts, letters home to parents, morning school announcements, district-wide ACE specific newsletters, as well as individual school newsletters, school marquee postings, targeted phone calls, text messaging, emails, postings in the community newspapers and media news releases, and the district's electronic newsletter. The PISD electronic newsletter, called *News You Can Use* is distributed to all PISD staff through email and the district's website.

To meet the needs of the diverse PISD community, communications targeting parents will be available in English, Spanish, and other languages as needed. Staff and school board member communications will occur through scheduled meetings such as faculty meetings, school board meetings, District Education Committee meetings, and site-based decision-making committee meetings, where information regarding the Cycle 10 ACE program implementation, recruitment, enrollment, and attendance will be shared.

As an additional method of disseminating information regarding the Cycle 10 ACE program, the Family Engagement Specialist (FES) and the Project Director will attend the following meetings to network and share information related to the PISD ACE Program:

- **School Health Advisory Council (SHAC)** - This council assists Pasadena ISD in ensuring that the local community values are reflected in health education instruction. It consists of a combination of parents, community members, and district personnel. During these meetings, opportunities are shared and subcommittees work on various tasks such as nutrition education, family and community involvement, and physical education as they relate to Pasadena ISD students and their families.
- **Healthy Living Matters-Pasadena** - As a part of Harris County Public Health, this coalition meets once a month to share information and health-related opportunities within the Pasadena and Houston city limits.
- **United Way Bay Area and Greater Houston** - Different community organizations share opportunities and resources available for residents of the greater Houston area during this meeting. The FES attends these meetings and shares information with ACE coordinators and PISD families.
- **Pasadena Vibrant Communities Task Force** - This is a health-related task force consisting of Pasadena ISD, MD Anderson Cancer Center, the YMCA, Brighter Bites, a nonprofit that delivers fresh fruits and vegetables to families while teaching them how to use and choose a different kind of fast food, and Healthy Living Matters-Pasadena. The mission of the taskforce is to promote health wellness through partnerships.
- **PISD Counselor/Parent Coordinator Meetings** - These meetings include counselor/parent coordinators from the entire district. Resources are shared at these meetings.
- **Community Youth Development Meetings** - A coalition of community organizations that work specifically with students in the Pasadena area.

If a barrier exists in sharing information about the PISD Cycle 10 program, the PISD district team (Project Director, Family Engagement Specialist, and the Associate Superintendent of Special Programs) will develop and immediately implement solutions to eliminate the barrier.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

**Statutory Requirement 7:** Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The Cycle 10 ACE programs will operate in the schools of the participating students; therefore, safe travel to programming and home is not expected to be an issue. The ACE policies for safe travel to home will differ for each campus, depending on the grade level. Family members of K-6 students are expected to pick up and sign out their child. Secondary students can sign themselves out; however, parental permission is required.

Burnett, DeZavala, Kruse, Pomeroy, South Houston, and Williams are neighborhood schools where the parents have no issue with transportation. Students at neighborhood schools are walkers or car riders. However, Miller, Shaw, Southmore, and Roberts depend heavily on transportation to get their students from the program to their home. Their proposed budgets reflect funding for transportation to and from the after-school program. In fact, Roberts Middle, a TEA Focus campus, has a significant homeless population that uses taxis or car services to ensure students are attending school. Providing transportation from the program is the only way the students are able to attend the program..

Bus drivers will meet the state requirements for licensure and attend safety training updates, annually. This regular training ensures the bus drivers for all PISD Cycle 10 activities have the proper qualifications to take the students from the Cycle 10 ACE site safely to their home.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

**Statutory Requirement 8:** Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores). **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Volunteers can serve an important role in motivating students to reach their full potential. They can assist with homework and serve as a role model to students who need to interact with a dedicated, caring adult. PISD after-school programs routinely seek volunteers to assist in the operation of the program. Volunteers are recruited from partner organizations, family members, and the feeder high schools. Family members offer their support for special student/family events and high school students assist elementary students with homework and reading. High school students also volunteer as classroom assistants in activities such as sports and theater.

When volunteers work in the Cycle 10 ACE programs, the sites will encourage the volunteers to participate in trainings held for afterschool program staff. The Site Coordinators will continue to recruit senior volunteers for their program and will promote volunteering opportunities for their program ensuring all volunteers are appropriately qualified and screened for their assignment. PISD Afterschool programs also work with the district's HOSTS program. HOSTS stands for Helping One Student To Succeed and is a nationally-recognized, structured program that pairs a student who needs help learning to read and write with a community member who wants to make a difference in a student's life. With help from volunteer mentors, students receive the extra attention and encouragement they need to become better students. Additionally, volunteers are recruited from San Jacinto College through a partnership with the Education department. These college students will serve as mentors for younger ACE students. The use of student volunteers is impactful. "In addition to better school attendance and a better chance of going on to higher education, mentored youth maintain better attitudes toward school," (The Role of Risk, 2013). With seven of the 10 schools falling within a feeder pattern, high school students will also be recruited as volunteers. The older ACE students will receive training on leadership skills to mentor students at younger ACE campuses.

**Screening and placing volunteers:** In order to volunteer in PISD, an individual will complete a Volunteer Form and submit the form to our Community Relations office. Once the application is received, volunteers will go through an online background check conducted by the PISD Human Resources department. After the background check clears, volunteers are placed in assignments based on the needs of the individual campuses. Once a volunteer is placed at a Cycle 10 ACE campus, they are required to adhere to the following guidelines:

- Check-in with the office each time they volunteer on campus. A computerized check-in system or sign-in sheets is provided at each campus. School personnel must know who is in the building.
- Volunteers are required to record their hours each time they volunteer so the district can keep track of how many hours volunteers give to the district.
- Volunteers must wear the identification badge that is provided by the school so they will be recognized as a volunteer by school personnel.
- Volunteers should dress neatly and in accordance to the dress policy for the campus. Volunteers are role models for the students.
- Consider things heard or seen at school as confidential.
- Volunteers should not publicly criticize school personnel or guidelines. If a problem arises, volunteers should consult with the Site Coordinator or the campus principal.
- Volunteers will not discuss students and their problems publicly. If a volunteer needs help with a student, the volunteer should discuss the matter professionally with the Site Coordinator, teacher, or principal.
- Volunteers should maintain consistent and regular attendance. A minimum of two hours per week is average.
- Volunteers should notify the campus coordinator and the teacher or staff person if they must be absent.

The Site Coordinators will monitor the effectiveness of the volunteers working in the Cycle 10 ACE program and ensure each volunteer receives adequate training for their placement. If an issue arises, the Site Coordinator will work with the campus Principal to address the issue immediately.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

**Statutory Requirement 9:** Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The PISD Board and administration recognize the important contributions to student health, learning, and student and family engagement the afterschool program allows and has signed a letter of support stating their position. Thus, sustaining the program after Cycle 10 ACE funding ends is important. The ACE program is within the PISD Special Programs department which consists of several support departments, such as Migrant and McKinney-Vento Homeless, bilingual/ESL education, Behavioral Response Team, and the Parent and Community Liaison. This group of departments provide support to the ACE program to offer classes tailored to the needs of students and their families. For example, some Cycle 10 ACE programs will implement a special one-hour session twice a week for ESL students in the afterschool program. These classes will be taught, at no cost to the ACE program, by expert staff from the ESL/Bilingual department. The ACE program also collaborates with the other areas in the Special Programs department by working with qualified staff to provide research-based training and best practices for Cycle 10 ACE coordinators and frontline staff. Having direct access to the Special Programs staff is a first step of thinking "outside of the box" on leveraging funds and services for the afterschool program and building sustainability. Additionally, trainings from the Special Programs department and other partners, such as Conscious Discipline and CATCH, build capacity by training after-school professionals who are then able to continue using the strategies with students well after the funding for the program ends. The knowledge remains.

The district is considering various options for absorbing some of the costs associated with the afterschool program at the end of the Cycle 10 ACE grant. The district is beginning to discuss options including the use of other funding sources, including federal and local money, adding some of the after-school duties to other positions with additional pay, and securing grants from sources that may require matching funds.

To ensure a strong plan is in place for sustaining Cycle 10 ACE programs, the Project Director will follow the model for sustainability established by the Road to Sustainability: Sustainability Workbook developed by the Afterschool Alliance. The workbook groups the process in three action steps - (1) build collaborations to strategically secure resources; (2) advocate for support; and (3) search for funding. The annual timeline for implementing the sustainability plan is as follows:

Task	Responsibility	Due Date
Attend training on sustaining afterschool programs after 21 <sup>st</sup> Century Community Learning Center funding ends.	Project Director	Ongoing starting September-October, 2018
Train the ten Cycle 10 ACE Site Coordinators and Family Engagement Specialist on sustainability strategies.	Project Director	November, 2018
Build collaborations.	Project Director, Site Coordinators, Family Engagement Specialist	Ongoing starting September, 2018
Advocate support from the community.	Project Director, Site Coordinators, Family Engagement Specialist, Cycle 10 ACE Community Advisory Council	Ongoing starting September, 2018
Identify funding.	Cycle 10 ACE Community Advisory Council, PISD Grants Department	Ongoing starting September, 2018

**Assistance with sustainability through Cycle 10:** Building on an established strong foundation ensures systems are in place that produce sustainable programs. Hence, funding from the Cycle 10 ACE grant will allow PISD to continue to strengthen their after-school framework. PISD will invite stakeholders to the table to regularly discuss sustainability of the afterschool program for the 10 participating schools. The Project Director will host quarterly Community Advisory Council meetings to update members on the progress of the program and to problem solve issues. This group is key to assisting the Cycle 10 ACE staff with advertising and sharing the successes of the program with the community. Council participants, including Cycle 10 ACE parents, will serve as advocates of the program around the community. Their advocacy will open the door to create new partnerships with nonprofits who are able to provide no-cost services, such as YMCA walking clubs and swimming lessons that could continue after funding ends. As high-need schools, Cycle 10 ACE schools will have the funding needed to expand services for more students and parents.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

**Statutory Requirement 10:** Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Each campus Site Coordinator will work with the principal to coordinate funding from federal, state, and local resources.

The following **Federal** resources will expand services and activities for each Cycle 10 campus:

- All ACE sites will use free and reduced food services for dinner during the school year and breakfast and lunch during the summer. Estimated in-kind is \$22,500, annually.
- The Cycle 10 ACE Site Coordinators and frontline staff will receive training in the behavior management program Conscious Discipline through the School Climate Transformation Grant. Estimated in-kind is \$4,000, annually.
- The Cycle 10 ACE Site Coordinators and frontline staff will receive training on Youth Mental Health First Aid through district staff previously trained through the Project AWARE grant, funded through the Substance Abuse and Mental Health Services Administration. The estimated in-kind value for approximately 14 people is \$2,000.

The following **State** resources will expand services and activities for each Cycle 10 campus:

- The Workforce Solutions activities, training, and scholarships will provide parents workforce exposure activities. Estimated minimum in-kind is \$2,000.
- ESL and GED classes through San Jacinto College will increase parent literacy for students participating in the Cycle 10 ACE program. Estimated in-kind is \$9,200 per year.

The following **Local** resources will expand services and activities for each Cycle 10 campus:

- All ACE sites will use their school's gymnasiums, computer labs, libraries, and classrooms during the school year and summer programs. Estimated in-kind of space and utilities is a conservative \$9,000 annually.
- Pasadena Public Library will be utilized both as an offsite location and as guest vendors providing literature-related activities to the Pasadena community.
- Local universities and colleges will be used to expose ACE students to post-secondary education. Estimated in-kind for college/university staff and tours is \$1,000, annually.
- The Cycle 10 ACE Site Coordinators and frontline staff will receive training on Coordinated Approach to Child Health (CATCH) through the Pasadena Vibrant Communities Grant funded through MD Anderson Cancer Center and Shell Corporation. Estimated in-kind for training is \$4,000.
- The Cycle 10 ACE Site Coordinators and frontline staff will receive training on Action Based Learning through partnership with PISD Coordinated School Health. Estimated in-kind is \$4,000.

**Supplement existing programs and services:** The total amount of funds anticipated to leverage program activities, annually, is approximately \$57,700. The Cycle 10 ACE program will supplement the activities schools are able to offer with their current level of funding by:

- Providing more days for academic assistance to help students increase their achievement on district and state assessments and prevent at-risk students from academic failure;
- Conducting parent workshops in addition to the workshops scheduled by the campus Parent Coordinator;
- Expanding behavioral components related to mental health, trauma, action-based/kinesthetic learning, and restorative practices already in place on a limited scale through the BridgeUp at Menninger grant;
- Increasing access to sports and other health-related opportunities at elementary and middle school level through YMCA partnerships;
- Increasing activity time by creating safe environments in and around school communities and providing physical and nutrition education opportunities through an obesity-focus project with the Vibrant Communities and Healthy Living Matters-Pasadena Partnership; and
- Expanding services for families (and service learning opportunities for students/parents) through the Houston Food Bank School Market program.

Coordination of the federal, state, and local resources effectively delivers necessary public resources to those who have been identified as needing the assistance most but have been difficult to reach. Thus, the goals and objectives for these public resources are met, along with those of the Texas ACE grant, when funding is coordinated to provide services to the families of PISD Cycle 10 ACE schools.

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## Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

**TEA Program Requirement 1:** Enter center-level information requested for each of the proposed centers.

<b>Center 1</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
	Burnett Elementary School 11825 Teaneck Dr. Houston, Tx 77089		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	101917-26				
	Cost per student	\$496.64				
	"Regular" student target (to be served 45 days or more annually):		125		Parent/legal guardian target (in proportion with student target): 100	
			Feeder school #1		Feeder school #2	
			Feeder school #3			
Campus name		N/A		N/A		
9-digit campus ID number		N/A		N/A		
Estimated transportation time		N/A		N/A		
<b>Center 2</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
	DeZavala Middle School 101 E. Jackson Pasadena, TX 77506		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	101917-136				
	Cost per student	\$496.64				
	"Regular" student target (to be served 45 days or more annually):		125		Parent/legal guardian target (in proportion with student target): 100	
			Feeder school #1		Feeder school #2	
			Feeder school #3			
Campus name		N/A		N/A		
9-digit campus ID number		N/A		N/A		
Estimated transportation time		N/A		N/A		
<b>Center 3</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
	Kruse Elementary School 400 Park Lane Pasadena, TX 77506		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	101917-110				
	Cost per student	\$496.64				
	"Regular" student target (to be served 45 days or more annually):		125		Parent/legal guardian target (in proportion with student target): 100	
			Feeder school #1		Feeder school #2	
			Feeder school #3			
Campus name		N/A		N/A		
9-digit campus ID number		N/A		N/A		
Estimated transportation time		N/A		N/A		

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	Campus name	N/A	N/A	N/A
	9-digit campus ID number	N/A	N/A	N/A
	Estimated transportation time	N/A	N/A	N/A
<b>Schedule #17—Responses to TEA Program Requirements (cont.)</b>				
County-district number or vendor ID: 101-917			Amendment # (for amendments only):	
<b>Center 4</b>	Name and physical address of center site:		The campus is (check all that apply):	
	Miller Intermediate School 1002 Fairmont Pkwy Pasadena, TX 77504		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	
	9-digit campus ID number:	101917-048	<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	
	Cost per student	\$496.64	<input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	"Regular" student target (to be served 45 days or more annually):		125	Parent/legal guardian target (in proportion with student target):
			100	
	Feeder school #1		Feeder school #2	Feeder school #3
	Campus name	N/A	N/A	N/A
	9-digit campus ID number	N/A	N/A	N/A
	Estimated transportation time	N/A	N/A	N/A
<b>Center 5</b>	Name and physical address of center site:		The campus is (check all that apply):	
	Pomeroy Elementary School 920 Burke Rd. Pasadena, TX 77506		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	
	9-digit campus ID number:	101917-113	<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	
	Cost per student	\$496.64	<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	"Regular" student target (to be served 45 days or more annually):		125	Parent/legal guardian target (in proportion with student target):
			100	
	Feeder school #1		Feeder school #2	Feeder school #3
	Campus name	N/A	N/A	N/A
	9-digit campus ID number	N/A	N/A	N/A
	Estimated transportation time	N/A	N/A	N/A
<b>Center 6</b>	Name and physical address of center site:		The campus is (check all that apply):	
	Roberts Middle School 13402 Conklin Ln. Houston, TX 77034		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input checked="" type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	
	9-digit campus ID number:	101917-147	<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6	
	Cost per student	\$496.64	<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	"Regular" student target (to be served 45 days or more annually):		125	Parent/legal guardian target (in proportion with student target):
			100	
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	Feeder school #1	Feeder school #2	Feeder school #3
Campus name	N/A	N/A	N/A
9-digit campus ID number	N/A	N/A	N/A
Estimated transportation time	N/A	N/A	N/A

**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 101-917      Amendment # (for amendments only):

<b>Center 7</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
	Shaw Middle School 1200 Houston Ave. Pasadena, TX 77502		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	9-digit campus ID number:	101917-143				
	Cost per student	\$496.64				
	"Regular" student target (to be served 45 days or more annually):		125	Parent/legal guardian target (in proportion with student target):		100
		Feeder school #1	Feeder school #2	Feeder school #3		
Campus name		N/A	N/A	N/A		
9-digit campus ID number		N/A	N/A	N/A		
Estimated transportation time		N/A	N/A	N/A		

<b>Center 8</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
	South Houston Elementary School 900 Main St. South Houston, TX 77587		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input checked="" type="checkbox"/> K-2 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	9-digit campus ID number:	101917-118				
	Cost per student	\$496.64				
	"Regular" student target (to be served 45 days or more annually):		125	Parent/legal guardian target (in proportion with student target):		100
		Feeder school #1	Feeder school #2	Feeder school #3		
Campus name		N/A	N/A	N/A		
9-digit campus ID number		N/A	N/A	N/A		
Estimated transportation time		N/A	N/A	N/A		

<b>Center 9</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
	Southmore Intermediate School 2000 Patricia Lane Pasadena, TX 77502		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	9-digit campus ID number:	101917-047				
	Cost per student	\$496.64				

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

**Management plan:** The district has written processes and procedures for monitoring the attainment of grant-funded programmatic goals and objectives. These are explained in a grant award meeting that happens within 30 days of the Notice of Grant Award. In addition, the district has a full-time Grants Compliance Coordinator dedicated to monitoring all grant-funded programs for funding compliance with all district and funder statutory, budgetary, and reporting requirements. For the Cycle 10 ACE grant, the Grants Compliance Coordinator will dedicate three to four hours per month ensuring the grant is implemented with fidelity. The Cycle 10-funded staff with compliance responsibilities include: **1) A full-time Project Director (PD)**, who will provide hands-on, one-on-one site coordinator guidance for problem-solving operational challenges to ensure program implementation fidelity. The PD will use observational walkthroughs to monitor for consistent programming, assess program activities for quality and use of collaborative partner resources, and ensure stakeholder involvement. The PD will monitor activity content by meeting monthly with the site coordinators to ensure activity content is aligned to student gaps at their school. The PD will also monitor and guide post-grant sustainability and ensure that evaluation data is used for programmatic improvements. **2) The Family Engagement Specialist (FES)** will support the development and implementation of family engagement activities and monitor the use of collaborating partner and community resources through observational walkthroughs. The FES will support Site Coordinators in identifying family needs through annual surveys and ensure attendance will meet grant goals. **3) The Site Coordinators** will ensure the afterschool program activities are aligned to the academic school day. They will do this through regular and formal observations that identify if students are engaged in activities and if the planned lessons are followed and result in student higher-order thinking. They will meet monthly with their campus ACE team to ensure student/family attendance goals are met.

**Center operations:** Each participating campus will have a full-time 225-day, Site Coordinator (SC) who will work a schedule of 10:15 a.m.- 6:15 p.m. Monday through Friday to coordinate the program activities, manage the program budget, obtain, analyze, and use campus and student data to develop a program to meet the needs of students, and oversee all reporting for the grant. To understand the needs across the campus and incorporate appropriate programming in the after-school program to address these needs, the SC will attend campus meetings such as staff, grade-level, content, Professional Learning Communities, and instructional leadership team meetings. The campus ACE team, will consist of the Site Coordinator, an administrator, counselor, peer facilitator and team leads who meet monthly to create/adjust the schedule based on the evaluation of services. The PD will work with each school principal to hire the campus SC and will manage and evaluate the SC in conjunction with the school principal. The PD and SC will work together to maintain documentation of program activities, attendance, evaluations, and all grant forms and documents, and continuously monitor program activities for effectiveness, making modifications as necessary. The Site Coordinator will operate the program for a minimum of 36 weeks, including a six-week summer program. Pasadena ACE programs will open on August 27, 2018 and close on December 20, 2018 for the fall semester. Programs will open on January 9, 2019 and close on May 10, 2019 for the spring semester. Summer programs for will operate from June 3, 2019 to June 27, 2019. All campuses will offer a summer session prior to the start of school in August along with programming during June and/or July. During the school year, programs will open from Monday to Friday and will operate 15 hours per week. Roberts Middle, Shaw Middle, De Zavala Middle, Miller Intermediate and Southmore Intermediate Schools will operate a morning program in addition to their afterschool program to serve students needing a safe place to complete their assignments or participate in morning Action Based Learning exercises prior to the start of the school day. The summer program will operate five hours per day, four days per week. For each after-school class, sites will use a mixture of school-day teachers, aides, college students, volunteers, and vendors as class instructors. Additionally, each activity is required to last a minimum of 45 consecutive minutes.

**Budget plan:** PISD developed the Cycle 10 budget by identifying the intentional programming that responds to each of the ten schools' needs analysis of their campus-level data, student-level deficiencies, and student voice information. Then, each site identified the staff, supplies and materials, and transportation needed to provide that intentional programming. Staff pay was determined using PISD pay scales matched to the job skill sets and responsibilities and the cost for vendors, supplies, and transportation was matched to each activity. These budgets were equalized and combined, existing resources were identified, and center and grantee level fixed costs were added to create a final budget. The Cycle 10 program plan will be adjusted when progress toward program objectives and student service targets is not occurring. The venue for adjusting the plan is the campus meetings where ACE stakeholders and staff will identify and problem-solve operational and budget issues impacting program progress.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

**TEA Program Requirement 3:** Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The proposed evaluation plan will be implemented in partnership between an external program evaluation team and the PISD Cycle 10 ACE program. The external evaluation team will consist of behavioral science researchers from the University of Houston, licensed social workers with school-based intervention experience, children and family specialists, and data analysts trained in advanced methods for statistics. The evaluation team has a combined 25+ years of experience in school-based and youth program evaluation at the local, state, and federal levels.

The evaluation team will work in conjunction with the ACE Project Director, Coordinators, and school representatives to collect all data necessary to complete the My Texas ACE program evaluation as well as answer additional questions identified by the project director as necessary to improve the program implementation from year to year. Additionally, the evaluation team will collect, review, and analyze data on the ACE Project Director/staff to assess for **fidelity of implementation, continuous monitoring and improvement** of program design throughout the academic school year. Quarterly, the evaluation team will conduct qualitative site observations and analyze the data quantitatively and qualitatively. The evaluation team will provide quarterly reports with strengths and weaknesses identified and suggestions for improvement. The Project Director will share the report findings with the ACE grantee-level staff, district administrators, principals, site coordinators, and ACE Community Advisory Council members. As information is presented to these stakeholders, the Project Director will guide the Site Coordinators in refining, improving and strengthening their programs.

A **mixed-methods design** will be utilized to collect, review, and analyze data on the Cycle 10 ACE student participants, a non-ACE comparison group, and ACE adult participants. The **non-ACE comparison group** will be matched on the following variables: gender, race, ethnicity, grade level, and at-risk, ELL, SPED, and economically disadvantaged status. The evaluation team will use a systematic approach to collecting and analyzing data for ACE participants. Evaluators will receive standardized training on **research-informed practices** for collecting data from a positive youth development perspective and in alignment with the **best-practices** for out of school time program evaluation techniques.

Both **qualitative and quantitative data will be collected** throughout the year and analyzed to provide appropriate feedback to the project director and activity coordinators as needed to make adjustments to the program design to improve student outcomes. Data collecting activities for each quarter will include: **First quarter** – Administer student surveys as a pre-survey. Collect information on program activities and number of participants. **Second quarter** – Administer Principal and Site Coordinator surveys and compare the results with site observation reports. **Third quarter** – Administer a Teacher survey and a Parent survey; conduct three student focus groups per site. **Fourth quarter** – Re-administer student surveys as post-surveys. Compare the results obtained through the first administration with results from the second administration. Collect student academic data, achievement results and attendance data for the non-ACE participants within each school and compared to ACE participants' data. A final **End of Year Report** will integrate the quarterly reports and suggest final recommendations for each site.

**Methods used to collect qualitative data** include needs assessment notes, semi-annual logic model reviews, participant observations notes, individual and small group staff interviews, small focus group interviews with ACE participants, and feedback provided by parents of ACE participants. **Quantitative data collection** will include surveys completed by ACE students and parents, school staff and administrators, as well as ACE participant activity attendance, academic performance, classroom behavior, school day attendance, and discipline reports. The evaluation team will use **statistical techniques** such as frequency distributions, cross-tabulations, Chi-square, t-tests, and Mann Whitney U tests to analyze potential associations and relationships that help to foster positive outcomes among ACE participants.

**Results of the evaluation** will be reported back monthly, quarterly, and annually to ensure that a continuous monitoring approach is utilized consistently. ACE Cycle 10 program staff, district administrators, school administrators, teachers, community stakeholders, and students will **receive feedback and information** relevant to make improvements to the program. Each semester, the ACE PD and staff will share the findings with the public through a notice posted on the afterschool program website. This will take place in the form of an evaluation presentation at an ACE team meeting or community stakeholder meeting, a quarterly report provided to the project director, and/or an annual program evaluation report. Information collected during the program evaluation will be used to inform the ACE Cycle 10 Project Director and School District Administrators about program strengths and improvements as well as include suggestions for **program sustainability** for future years.

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<b>Schedule #18—Equitable Access and Participation</b>				
County-District Number or Vendor ID: 101-917		Amendment number (for amendments only):		
<b>No Barriers</b>				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Gender-Specific Bias</b>				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Cultural, Linguistic, or Economic Diversity</b>				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 101-917

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 101-917

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 101-917

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 101-917

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Truancy**

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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County-District Number or Vendor ID: 101-917

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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County-District Number or Vendor ID: 101-917

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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**Schedule #19—Private Nonprofit School Participation**

County-District Number or Vendor ID: 101-917

Amendment number (for amendments only):

**Important Note:** All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule regardless of whether any private nonprofit schools are participating in the program.

**Failure to complete this schedule will result in an applicant being disqualified.**

**Questions**

1. Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant? ☒ Yes ☐ No

• If your answer to this question is yes you must answer question #2 below.

• If your answer to this questions is no, you do not address question #2 or the assurances below.

2. Are any private nonprofit schools participating in the grant? ☒ Yes ☐ No

• If your answer to this question is yes, you must read and check the box next to each of the assurances below.

• If your answer to this question is no, you do not address the assurances below.

**Assurances**

- ☒ The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.
- ☒ The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.
- ☒ The applicant assures that the total grant award requested on **Schedule #6—Program Budget Summary** includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

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